

Original Paper

Attitudes of Teachers towards Principal's Evaluations and Its Effects on Their Teaching Performances

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Abstract

This research is a pioneer research, which examined the attitudes and feelings of teachers to the evaluation process they go through by their principals, and the effect that the principals' evaluation of the teachers' work has on their function and performances on both the pedagogic and didactic levels. Two hundred and seventy three Arab and Jewish teachers, who teach at different schools, have participated in the research. A structured questionnaire has been used in the current research.

Based on the literature review, seven hypotheses that produced the following findings have been formulated: the Jewish teachers express and report more positive standpoints toward the evaluation of the principals than Arab teachers. They also report that the principal conducts more evaluation processes than Arab teachers, moreover, they report that their managers make more use of the evaluation tools than Arab teachers. It was also found that the managers' evaluation of teachers by conducting and implementing evaluation processes, improves the function and performances of the teachers on both pedagogic and didactic levels, the effect on the function of the Jewish teachers is higher than the function of the Arab teachers. Positive standpoints of teachers toward their managers' evaluation of them, effect the teacher's function and performances on both the pedagogic and didactic levels, regardless of nationality.

Keywords

principal, evaluation process, function and performances, pedagogic and didactic

1. Introduction

In recent years, there is substantial consensus among education people, about giving a greater value to evaluation in the teaching process and the education array. As well as in all things related to the students and that it should be expanded to include the teachers and the principals. Evaluation is a systematic process of describing educational objects and estimating their value (Birenbaum, Kimron, &

Shilton, 2011; Nevo, 2002). It is a process of collecting information, processing and concluding it, in a critical and compatible way to the information that has been collected. It should be available to decision-makers in order to aid them to choose an alternative to act by in decision-making situations (Millman & Darling-Hammond, 1990; Nikolae, 2014).

Friedman (2005) believes that the purpose of evaluation in education is to produce based and worthy decisions regarding the actions required for obtaining the set goals. Therefore, the calling of the evaluation is to improve. Additionally, Rom (2008) asserts unequivocally that when teachers participate in developing an evaluation system that would primarily aid them to carry the responsibility for their way of work, it is plausible they will show greater willingness to support this system and its' implementation.

The current research answers the question: and asked to answer the question: what is the extent of the effect that the principals' evaluation of teachers on the teaching progress among teachers?

This research is a pioneer research, which examines the feelings and standpoints of teachers regarding the evaluation they experience by their managers, and the effect of the managers' evaluation of their work on their function and performances both on the didactic and pedagogic levels. Every teacher must be evaluated by the school principal in order to receive tenure and progress towards promotion. At the same time, the teacher is given the opportunity to perform self-evaluation based on the same measures of success.

2. Literature Review

As a part of the evaluation process of teachers, the managers (as well as the teachers themselves) are required to base their judgement on testimonies, and at their center, observations in classes, as well as the use of structured assessment tools (RAMA, 2011). Since the school year of 2010, there has been an extensive use of tools in teacher evaluation in the education system. The Ministry of Education with RAMA follow the reports filled by the school principals and by the evaluated teachers themselves as well. Throughout the years, several related studies were held regarding the evaluation processes as well as the evaluations themselves (RAMA, 2011).

The research results may contribute to the teachers themselves in particular and the managers and the education system in general, in order to improve the teaching process and the learning array through exposure to the merits and shortcomings of the manager's evaluation of teachers, and the most popular methods of evaluation is schools, and to improve the teacher evaluation process in Israel. Moreover, the research may assist managers to embrace the relevant evaluation methods for teacher evaluation to progress the teaching among teachers and improve student achievement.

2.1 Employee Evaluation

Employee evaluation is considered as a managing tool for the manager of the organization to achieve his business targets, the performance of this procedure should be with gravity and responsibility, and with clear and prior knowledge to where the organization's management aspires to reach with its

employees. The examination of employee evaluation is the appropriate means to achieve this goal (Lazar, 2006).

In schools, the evaluation constitutes an integral part of the teaching and learning processes. It is an act of judgement and description in various subjects in school to achieve all aims. Examination of the teacher's level of performance would enable the school principal to identify the teacher's level of function, and thus give him feedback, encourage him, and to raise his self-image, improve his behavior and occupation, to further his teaching methods' efficiency in a way that is relevant to the school (Danielson, 2001).

Birenbaum (2009) referred to evaluation as a general term that includes the full variety of systems and methods to receive information about the learning of students and valuation of the student's progress while referring to the quality of his performance. Evaluation is also perceived as one of the important tools for efficient management of a school, a very important means to improve a teacher's function, it addresses his behavior, focuses on his achievements, in his potential to progress, refers to his contribution, to his adjustment at school, and disregards his personal traits. The aim of the evaluation process is to bring to a positive change to the teacher as well as to the school (Nevo, 2002), as the evaluation is made by the school principal, subject coordinator, colleagues or external factors such as a supervisor. It is very important to clarify that the idea of evaluation is that it meant to improve, not to intimidate (Nevo, 2002).

Levin-Rozalis and Lapidot (2008) believe that evaluation is a handy tool in the hands of the educational or social intervention workers. Evaluation should be a learning forming process, and the teaching becomes a part of the activity of transferring information to the evaluated individual, to an activity of cooperation and assistance to the active evaluated person who engages knowledge construction and what it means, and finally, evaluating his understanding by giving a grade. Hence, evaluation should be a tool for developing confidence within the evaluated to keep on trying, rather than a barrier to their progress (Qimron, 2013).

2.2 Teacher Evaluation

The purpose of the evaluation is to gather information related to the skill and experience of the teacher in teaching, in order to improve the teaching methods and reveal responsibility for the school. School evaluation bases on a combination of internal and external evaluation. Most of the evaluation's roles in the school can be actualized by both internal and external assessments. An internal evaluation in the school is a prerequisite for any use of a constructivist external evaluation (Nevo, 2002).

Evaluation also has a psychological role in encouraging motivation at work, satisfying the need for achievements, success and evaluation, in order for the teacher to do his job effectively and productively he should receive feedback on his work and performance. The results of the performance can also contribute to increase the motivation in teachers. Therefore, the motivational role of the evaluation is expresses by the feedback aimed to improve their teaching methods and show accountability to create motivation and commitment to learn to put effort to achieve the school's goals (Nevo, 2002).

Nasser-Abu Alhija (2010) refers to two main goals that are related to teachers' evaluation: accountability and professional development. Education systems that emphasize accountability to ensure that each class has an effective teacher, neglect professional development that might bring an improvement in the teaching.

McGraw (1960; in Nevo, 2002) divided the evaluation roles into three groups:

1. Administrative role: designed to provide a systematic way to determine promotion, transfer, continuation of employment, and salary level of teachers.
2. Informative role: intended to transmit data and reports to the school administration regarding the performance of the teacher and feedback to teachers themselves regarding teachers' strengths and weaknesses.
3. Motivational role: designed to create an experience of learning that will motivate teachers to improve their performances.

2.3 Teacher Evaluation as Part of the New Horizon Reform

New Horizon is an educational and professional reform program in elementary and junior high education, which was brought to offer and was firstly presented in March 24th 2008, and was implemented gradually since the school year of 2007 (Roaner, 2010). The New Horizon reform redefined teachers' frame of work, salary and beyond that, it has a potential to make a systematic impact, which is committed to perform teacher evaluation by the school principals. One of the prominent characteristics of the main teacher evaluation processes practiced today in Israel, is the fact that the need for teacher evaluation stems from this agreement (RAMA, 2010).

The goals of teacher evaluation are: authorization/license for teaching, receiving a teacher to teach at the school, assigning teachers, giving tenure, promotion (for instance; a recommendation for management course, appointing to a coordinating position and so forth). Supervision and control over the quality of the job, improving the teaching, and promotion along the ranks according to the teacher's place on the route of the professional development process (The Ministry of Education, 2007).

Thus, an effective feedback given as a part of the teacher evaluation allows the development of the teachers and help them to improve their skills by identifying for them strong and weak aspects in their teaching, and improves the way in which the teachers communicate with their students. The teacher evaluation process is an invigorating, recognizing and rewarding the teachers for their skills and performances, and as a result, it enables them to face challenges regarding their attraction to the teaching profession, the teacher's status and image in the eyes of the public, including teachers' perception in relation to the profession of teaching (Chukwubikem, 2012).

Professional appraisal of teachers reinforces for teachers that they do a proper job, and it informs more audiences, such as the students' parents regarding the teachers' performances. The evaluation allows the school as well to promote teachers and assign them in new roles in a better way basing on their achievements and capabilities. It also places the state / local authority, the school principals and the teachers themselves in a place where they can take responsibility and accountable for the parents and

other audiences and mostly highlight considerations of the teaching staff quality in the class. Finally, and not less considerable, the evaluation process allows teachers to be self-critical and in relation to their teaching style, as well as to develop sources for change and to improve their teaching practices for themselves (Taylor & Tyler, 2012).

2.4 Teacher Evaluation Methods

Throughout the years, a wide range of methods and tools for evaluating teachers' capabilities has been developed. These tools constitutes sources for knowledge and reflect the complexity in the teachers' work, it will allow a partnership between the appraiser and the assessed. In order to collect data related to the teachers' skills, behavior and work, numerous tools should be used:

1. **Class observation:** the appraiser observe the assessed lessons, the appraiser is asked to document in a detailed form what is happening in the class, write down the relevant findings referring the teaching functions of the teacher. Facing the observation there is the feedback conversation about performance evaluation (Birenbaum, 2007). This tool tests the abilities and the performance of the teacher, regarding the school's goals and more specifically the class's goals. The purpose of this method is to observe the teacher's teaching skills, examine whether there has been an improvement in the teaching functions of the teacher.
2. **Portfolio:** is a relatively new tool for teacher evaluation methods. A sort of a personal document of a teacher, documenting his experiences in teaching, as well as presenting his professional skills. The portfolio can also include examples and evidence attesting the nature of his work, presenting his professional development and achievements throughout the time (Nevo, 2002). This kind of evaluation has several targets: involves the teacher in the evaluation process, the reflection as a part of the criticism itself, enabling an analysis of the nature of his work and examines the teacher's capability in teaching. According to agreed upon schedule, the teacher must present the portfolio to the evaluators in order to receive feedback about his work (Nevo, 2002).
3. **Clinical supervision:** as a part of this tool, a senior teacher or an executive specially trained, supervises the assessed teacher in a learning environment at class, and provides feedback. This feedback is meant to improve teaching skills and performance. The clinical supervision is an element of the concluding evaluation, which meant not only to improve them but also to decide regarding the assessed teacher, whether it is tenure, promotion, salary increment or dismissal (Nevo, 2002).
4. **Colleague evaluation:** colleague evaluation is a reliable and valuable source of information for the examination on three significant levels in the teaching: performance of the teaching, performing its evaluation and setting targets (Netzer & Abramowitz, 2007). This kind of evaluation tool is operated upon the teachers during the trial period it is performed by a senior and experienced teacher who teaches the same ages as the assessed teacher. The benefits of this method is the involvement of good teachers who are supposed to be proficient regarding the field the teacher teaches as well as the appropriate teaching method. Evaluation is carried out in a variety of ways: review of lesson plans,

feedback that leads to improvement, repeat observations intended to determine whether the teacher has corrected the weak points raised in a previous observation (Stern, 2011, Shelton & Cameron, 2005).

5. Evaluation of teacher by students: the students evaluate the efficiency of the teacher's teaching and they are in the observation standpoint so they would deliver relevant information regarding the teacher. The students experience the function of the teacher regularly and their expectations of him gives a significant point of view to his work evaluation, and giving feedback to improve his teaching. Seldom, this kind of evaluation would not be useful since students who received low grades might present low evaluation even though the teacher does a proper job. Moreover, at times, students evaluate the teacher basing on their relationship, that is to say, the teacher should be careful because the students may evaluate him in irrelevant. Additionally, students in lower grades do not hold sufficient awareness to the subject of evaluation and its meaning in order for them to assess the teacher. This kind of evaluation was accepted mostly in higher education, today however, it is conducted in high schools and elementary schools as well (Nevo, 2003). Nasser-Abu Elijah, Fresco, and Ashkenazi (2011) argue that using students as an evaluation tool is debatable among researchers, this debate focuses on two main claims:

1. The extent of students' ability to evaluate teaching.
2. The extent to which the students' evaluation of the teachers affects the school-life and the teacher-student interaction.

2.5 Criteria of Evaluation

According to RAMA (2011), following is the description of super-parameters and parameters by three different levels of performance: below base level, base level, skilled level and excelling level. The evaluation of the teacher is determined according to his performance in each of the detailed component in each of the super-indices. These indices serve the evaluation processes, training processes and the professional development of teachers:

Super-parameter number 1: role perception and ethics—this parameter refers to the components relating to identification with the role of teaching and educating and the commitment to the organization and the system.

Super-parameter number 2: the knowledge field—this parameter refers to the components relating to knowledge in the field of knowledge and teaching methods.

Super-parameter number 3: educational processes—this parameter refers to the components relating to lesson management and organization, teaching methods, learning—assessment and supportive environment for learning.

Super-parameter number 4: being a part in the professional community—this parameter refers to the teacher being a part in the school professional community, a professional community in the field of knowledge.

By these four super-parameters, the education system tries to answer a very important question, which is- "who is the best teacher?" and the assumption is that identifying effective teachers depends on how

you define the quality of teaching and how you measure it.

2.6 The Evaluation Process

According to the director general's circular (Belle, 2010), teacher-evaluation is a yearly process based on collecting information about the work of the assessed teacher. The school principal conducts the evaluation process. The school principal is responsible for this process, and it is based on three expectations the principal conducts, two observations during a lesson and one observation during a private hour. The principal is required to fill out a documentation for each observation about what has been done in the lesson, in order to collect relevant materials that indicate the teacher's performances. According to the procedure, there are three stages required of the manager prior to performing the observations:

1. First stage: The principal has the obligation to hold a conversation with the teacher, in which the principal defines his expectations of the teacher, as well as receiving information about the lesson he wishes to observe.
2. Second stage: the principal will observe a complete lesson with documenting, in order to discuss his writings and the documentation can also help to collect data about the teacher's performance process in class. The principal can use utilities to document the lesson.
3. Third stage; after an observation, it is recommended and welcomed that the principal will have a pedagogic discourse with the teacher about the lesson, and to bring the assessed teacher to recognize by himself his points of strength and points for improvement in all regarding the act of teaching and the process of learning that occurred in the lesson. In other words, the discourse after observation reviews the evaluation process with the principal and the teacher will also have a very important part of the evaluation. Thus, the evaluation process also includes the teacher's own assessment, on the basis of the same measures mentioned above. The teacher documents his evaluation in an electronic form without the school principal being exposed to the assessment. This type of assessment enables identification of the teacher's points of strength and points that need to be strengthened while providing constructive feedback.

The change from the traditional evaluation and this evaluation is significant because of the use term "pedagogic discourse" rather than "feedback between the appraiser and the assessed". Evaluation must be used as a base for dialogue, and the evaluator must aspire to be more of a partner in the dialogue and less a deliverer of undisputable information (Nevo, 2003).

Feedback has many profits, both from the school's aspect and the teacher's. The feedback should be according to the expectations set by the principal, and the feedback conversation is meant for the teacher to work on his function level, as well as to discuss his points of strength and points for improvement. Yucel, Bird, Young and Blanksby (2014) claims that during the feedback session, the worker understands the manager's expectations of him, and the manager understands the worker's limitations, that is to say, that the manager should be open and upfront to the teacher so the teacher would work efficiently and improve himself and his work.

The discontent with the teacher evaluation method stems from the claim that the executed evaluation method is unreliable, since most teachers receive good grades. Because one of the purposes of the evaluation is to help teachers to develop professionally (Friedman, 2005). In order to improve teachers' teaching methods, the principal should perform the role of the evaluator, hence, the principal criticize the teachers for about three times per year and makes an "observation". Thus type of evaluation process performance has difficulties, one of them is in the feedback conversation, the lack of evaluation criteria, organizational difficulties and other obstacles (Nasser Abu Alhija, 2010).

2.7 The Use of Evaluation Results and Barriers to Process Implementation and Evaluation Results

There is a variety of usages of evaluation results, this is how school management and policy makers use the evaluation results, in order to spot areas that the school performs well, and those requiring improvement. This information forms policy and making decisions regarding administrative issues, use of resources, curriculums or the definition of professional development standards. Furthermore, the evaluation's results use as a tool for policy makers, principals and teachers to be accountable and to bear responsibility for everything related to carrying out their missions. However, there is a hardship in implementing the evaluation processes, which is due to a deficient evaluation policy, from the lack of analysis of unexpected results obtained in the evaluation process (Popham, 2013).

Additionally, there are also barriers to application and use of the evaluation's results, such as culture barriers, for instance, lack of professional cooperation within the school, or organization barriers such as limited professional experience among the evaluators. As well as schools that unprepared for the evaluation processes. A limited understanding among teachers regarding the evaluation's goals and using its' results. A sense of unfairness among teachers being evaluated, work overload and resistance by teachers to acknowledge the evaluators' legitimacy. Moreover, there may also be strategic barriers, for example in the absence of creating a connection between positive school practices such as feedback about the teacher's work and the desired improvements in the teaching and learning process in the school. Additional barriers relate to the lack of a practical connection between decisions of professional development of teachers and the evaluation's results or an exclusive link between the evaluation's results and subjects of reward that encourages a "false" or non-based positive evaluation only to promote the financial status of the teacher. Furthermore, there might be barriers regarding the limited resources required for having quality evaluation processes, especially the time required for professional development, for observing evaluation and for providing feedback. Finally, difficulties in implementing and using the evaluation's results as well as damaging the legitimacy of the evaluator and the process itself can be evaluation processes that are not tightly and optimally connected to what has been done in class, to improve the teaching and the learning process whatsoever (Carless & Chan, 2017).

2.8 The Principal as a School Evaluator

School principals are those who bear the responsibility in relation to teacher evaluation, regulations were issued requiring the evaluation of all school teachers every three years, including observation in the classroom, evaluation interview, a writing task and perform an evaluation judgment. The education

system includes a program connecting between the teacher performance evaluation and the provision of salaries and promotion of teachers, the discretion remains local, with the burden on the teacher seeking promotion to point to evaluation performances that justify a promotion. The results of principals' evaluation are directly related to the principals' obligation to account for the performance of the assessed teachers and the quality of the education in the school. In countries where the evaluation is entirely local, not all school principals report that they received an accurate, valid, reliable and useful evaluation, and that sometimes they are not required to take responsibility regarding to the quality of teaching and learning in the school. A centralized concept of evaluation should ensure that evaluation criteria do meet the test of reliability, accuracy, efficiency, and fairness (Radinger, 2014).

2.9 The Effect of the Evaluation on the Teacher's Function and Performances

Literature indicates that feedback regarding the teachers' work and, more broadly, teacher evaluation can have numerous positive implications, motivation by personal benefits, by affecting their career, their professional development and teaching methods. Moreover, teacher evaluation and giving feedback about their work, acknowledge, at first of foremost, their work and may raise their interest and joy in their work, raise their self-confidence (Jensen & Reichl, 2011).

Additionally, teacher evaluation may improve the learning process of students by linking these evaluations with professional development (Reinhorn, Johnso, & Simon, 2015).

Sullivan and Glanz (2013) reported that evaluating via using diverse tools such as class observations and informal discourse about the observed lesson contribute substantively to the improvement of teaching. Furthermore, it was emphasized that an effective class observation should be an observation that only measures teaching skills and practices, that can be changed and improved and/or such that can be acted upon.

Measuring other abilities and practices might create negative effect on the impact that may be received further in the evaluation process. Moreover, they claimed that in order for these evaluators to gather an educated view on the teacher's teaching practices and skills, and in order to give a proper and effective feedback, the observations should not be infrequent and short-lasting (Chukwubikem, 2012).

Looney (2011) have found that evaluation may affect the following skills of teachers:

1. Verbal skills—Students achieve high scores with teachers with high verbal ability.
2. Teaching methods and strategies—An extensive repertoire of teaching methods that meet the diverse needs of students.
3. Developing positive connections—having good relations with the students and recognizing the crucial role of motivation and emotions for the learning. ability to show empathy, understand their point of view, feelings, cultural background, learning challenges and needs.
4. Management skills in the classroom—including clarity in presentation of ideas, well-understood lessons and progress at an appropriate pace.

5. Teachers as skilled evaluators—teachers use “forming” evaluation in order to supervise the students and give detailed feedback on the steps that should be taken in order to improve performances and meeting the end goals.

The research of Brandt (Brandt, Mathers, Olivia, Brown-Sims, & Hess, 2007) and her colleagues, examined the effect of teacher evaluation on their performances on both the pedagogical and didactical levels. And it has found that the evaluation made by the principal via diverse tools may have a positive effect on different optional elements in the teachers’ work, such as; Student performance; Knowledge and understanding of the delivered material; Pedagogical skills; Student evaluation; Student behavior and classroom management; Teaching students with special needs; Teaching in a multi-cultural and multi-lingual environment; Developmental feedback; Feedback from the student’s parents; Feedback from students; Professional cooperation.

2.9.1 The Research Questions and Hypotheses

This study asked to answer the question: what is the extent of the effect that the principals’ evaluation of teachers on the teaching progress among teachers?

The following hypotheses derived from the research question:

The research hypotheses:

1. The principals’ evaluation of teachers via evaluation processes, affects the teachers’ feelings (improve the level of ethics and increase the teachers’ commitment to the organization and the system).
2. The principals’ evaluation of teachers via evaluation processes, affects the level of the teacher’s function and performances on both the pedagogic and didactic levels.
3. Teachers’ attitudes towards their evaluation affect their level of readiness to submit advice.
4. The use of a variety of evaluation tools by the principal influences teachers’ attitudes towards their evaluation by the principal.
5. Conducting evaluation processes, use of varied assessment tools, teachers’ feelings, willingness to provide advice, teacher’s function, teacher’s performance influence teacher attitudes toward their evaluation.

3. Methodology

3.1 Research Array

This research bases on the quantitative method, this is a field study that includes analysis of variables at the descriptive and analytical level, including quantitative information via a structured questionnaire, and analyzing this information by statistical methods (Shakedy, 2003).

3.2 The Research Population and Sample

The research population are teachers, who teach at various schools, in regular education, in the Northern and Haifa District. The sample included 273 teachers with seniority between 1 year to 37 years ($M=12.64$, $SD=7.68$), teaching elementary schools, middle schools and high schools. The type of the sample is a random sample of teachers from various schools, including a random choosing of

teachers from the school: of the Arab and Jewish populations in the Northern District. A diverse sample that may increase the likelihood of results that are more reliable and a clearer image regarding the issue of the research.

Table 1. The Personal and Demographic Characteristics of the Teachers Participating in the Sample (Percentages)

Variable		%	N
Nationality	Jewish	48	131
	Arab	52	142
Gender	Man	26	70
	Woman	74	203
Age	Up to 25	3	9
	26-30	18	48
	31-40	52	142
	41-50	16	45
	51 up	11	29
Religion	Judaism	48	130
	Christianity	17	46
	Islam	35	97
Education	Certified/senior teacher	3	8
	BA	59	160
	Master's degree	38	105
	Up to 1/3	4	10
	Up to 1/2	8	23
Job	Up to 3/4	16	45
	Fulltime	69	188
	More than fulltime	3	7
School	Elementary	85	232
	Middle school	9	24
	High school	6	17

3.3 Research Tools

The current research used a structured questionnaire that bases on the questionnaire of Salman (2015). The questionnaire was adapted to the current study and two evaluation specialists conducted a content validation process. Again, it underwent a process of editing and formulation by an expert versed in language and content. The questionnaire was then delivered in a pilot study to thirty teachers, to examine its level of reliability and predictability. It was found that the questionnaire's validity and reliability are satisfactory. The questionnaire included three multi choice answers, according to Likert scale, from one to six. The questionnaire is composed of five parts: A to E, by the following detail:

Part A: this part includes informative information: professional, personal and demographic variables of

the participants, such as job, age, education and more.

Part B: teachers' attitudes towards their evaluation by the school principal. This part is composed of 11 phrases engaging the teachers' standpoints toward evaluation, which are: teacher evaluation by the principal aids the professional development of the teacher; other elements (emotional, behavioral, etc.) should be included in the teacher evaluation by the principal.

Part C (1): conducting evaluation processes. This part composed of 11 phrases examining and measuring the evaluation processes conducted by the principal, such as: the principal had once a conversation with me of forming evaluation after an observation in my class; the principal asked me to mention plans for professional development and intentions for future career.

Part C (2): the principal use diverse evaluation tools. This part composed of 9 phrases examining and measuring the principal's use of diverse evaluation tools, such as: the principal observed my classes in order to assess me; we had a feedback conversation after the evaluation process was over.

Part D (1): the sense of the teachers throughout the evaluation process. This part is composed of 3 phrases examining and measuring the teachers' feelings throughout the evaluation process. Such as: my feeling before the evaluation process began.

Part D (2): giving advice to other teachers. This part is composed of 9 phrases examining and measuring teachers' readiness to give advice to other teachers. Such as: see the evaluation subject in a positive way; treat every student from a behavioral aspect.

Part E (1): the evaluation process's effect on the teacher's performance and function, this part is composed of 3 phrases examining and measuring the evaluation process's effect on the teacher's performance and function. Such as; the evaluation process has affected my function as a teacher at the school.

Part E (2): the effect of the evaluation process on the teacher's pedagogic and didactic performances. This part is composed of 4 phrases examining and measuring the effect of the evaluation process on the function and performances on both pedagogic and didactic levels. Such as: after the evaluation process, I am closer and more open to my students.

Table 2. Cronbach's Alpha Coefficients for Internal Traceability of the Various Parts of the Questionnaire

	Part/items	scale	Alpha Cronbach
Teachers' attitudes toward their evaluation	B11 - 1 :	6-1	0.659
Conduction evaluation processes	C11 - 1 :(1)	2-1	0.741
Using diverse evaluation tools	C9 - 1 :(2)	2-1	0.874
Teachers' feelings	D3 - 1 :(1)	6-1	0.934
Readiness to give advice	D9 - 1 :(2)	6-1	0.954
Teacher functions	E3 - 1 :(1)	6-1	0.914
Teacher performances	E4 - 1 :(2)	6-1	0.696

The variables above were structured by calculating the average of the responses of the participants on all the statements composing each variable separately. High values indicate a more positive and higher perception of the teacher regarding the variable.

4. Findings

First hypothesis

The principals' evaluation of teachers via clear, understood and obvious evaluation processes affects the general feelings of the teachers, improves their ethics, and increase their commitment to the organization and the system.

The hypothesis was examined by a linear regression analysis as the predictive variables are the conduct of evaluation processes, and the predicted variable is teachers' feelings.

Table 3. Regression Coefficients for Predicting Teachers' Feelings by Conducting Evaluation Processes (N = 273)

	B	S.E.	Beta	t
conducting evaluation processes	1.156	0.243	0.278	4.750***
F(1,271)=22.558, p<0.001, R ² =0.077				

***p<0.001.

The findings presented in the table above indicate that the regression model for the prediction of teachers' feelings by conducting evaluation processes by the principal, is a clear model (F(1,271)=22.558, p<0.001) and that the evaluation processes conduct variable manages to explain 8% of the difference in the teachers' feelings. It was found that the conduct of evaluation processes by the principal is distinctive predictor to the feelings of teachers (Beta=0.278, t=4.750, p<0.001), thus, the conducting of the evaluation processes by the manager improve teachers' feelings.

Second hypothesis

The principals' evaluation of teachers by conducting evaluation processes, affects the teacher's degree of his performances and function on the pedagogic and didactic levels.

A linear regression model examined the hypothesis, as the predictive variable is the conduct of evaluation processes, and the predicted variable is the teacher's function and performances.

Table 4. Regression Coefficients for Predicting the Effect on Teacher Performance and Function by Conducting Evaluation Processes and Nationality (N = 273)

	predictor	B	S.E.	Beta	t
Teacher function	Conducting evaluation processes	1.079	0.121	0.475	8.897***
F(1,271)=79.158, p<0.001, R ² =0.223	Conducting evaluation processes	0.491	0.068	0.403	7.251***
Teacher performance					
F(1,271)=52.582, p<0.001, R ² =0.403					

***p<0.001.

The findings presented on the table above indicate that the regression model for predicting the teachers' function by conducting the evaluation processes by the principal, is a distinctive model (F(1,271)=79.158, p<0.001). The evaluation processes conduct variable manages to explain 22.3% of the difference in teachers' functions. It was found that the conduct of evaluation processes by the principal is a clear predictor of the teachers' performance (Beta=0.475, t=8.897, p<0.001), hence, the conduct of evaluation processes by the principal improve teachers' functions. It also found that the regression model to predict teacher performance on the pedagogical and didactic levels by conducting evaluation processes by the principal is a clear model (F1,271)=52.582, p<0.001, and the variable of evaluation processes conduct manages to explain 40.3% of the difference in teachers' performances. It was found that the existence of evaluation processes by the principal is a clear predictor of teachers' performance (Beta=1.41, t=8.12, p<0.001), so that the conduct and implementation of evaluation processes by the principal improves the performance of teachers on the pedagogical and didactic levels. In contrast to the findings of the national influence in Table 4, we find that the variable of teachers' nationality is a clear predictor of teachers' performance (Beta=0.403, t=7.251, p<0.001), so that the conduct of evaluation processes by the principal improves the performance of teachers on both the pedagogical and didactic levels.

Third hypothesis

Teachers' attitude toward their evaluation affects their level of willingness to present advice to other teachers at the school.

The hypothesis was examined using a linear regression analysis.

Table 5. Regression Coefficients for Predicting Willingness to Present Advice by Teachers' Attitudes towards Their Evaluation by the Principal (N = 273)

Predictor	B	S.E.	Beta	t
Teachers' attitude towards their evaluation	0.085	0.030	0.172	2.875**
F(3,366)=8.268,p<0.001, R ² =0.03				

**p<0.01.

The findings presented in the table above attest that the regression model to predict teachers' willingness to present other teachers with advice by their attitudes toward the principal's evaluation of them is a clear model ($F(1,271)=8.268$, $p<0.001$), and that the variable of teachers' attitudes manages to explain 3% of the variance in teachers' willingness to advise. It was found that teachers' attitudes toward the principal's evaluation of them is a distinctive predictor of their willingness to present advice ($Beta=0.172$, $t=2.875$, $p<0.01$), so that positive attitudes of teachers toward the principal's evaluation of them increases their willingness to advise.

Fourth hypothesis

Teachers' attitudes toward the principal's evaluation of them affect the teacher's function and his performances in the pedagogic and didactic levels.

The hypothesis was examined using a linear regression analysis.

Table 6. The Regression Coefficients for Predicting the Effect on the Teachers' Performance and Function by Their Attitudes toward Their Evaluation and Nationality (N = 273)

	predictor	B	S.E.	Beta	t
Teacher function $F(1,271)=5.304$, $p<0.05$, $R^2=0.019$	Teachers' attitudes towards their evaluation	0.161	0.070	0.139	2.303*
	Teachers' attitudes towards their evaluation	0.200	0.036	0.321	5.572***
Teacher performance $F(1,271)=31.051$, $p<0.001$, $R^2=0.103$					

* $p<0.05$.

The findings point out that the regression model to predict the effect on teacher function and performance by the teachers' attitudes toward their evaluation, is a clear model ($F(1,271)=5.304$, $p<0.05$), meaning, teachers' positions toward the principal's evaluation is a distinctive predictor of teacher function. The variable of the teachers' attitudes towards their evaluation manages to explain 1.9% of the variance in the teachers' performance.

It was found that the regression mode to predict the effect on teacher performance on the pedagogic and didactic levels by teachers' attitudes towards their evaluation, is a clear model ($F(1,271)=31.051$, $p<0.001$). That is to say, the teachers' attitudes towards evaluation by the principal are a clear predictor of teacher performance. The variable of teachers' attitudes towards their assessment manages to explain 10.3% of the variance in teacher performance.

The fifth hypothesis

The use of various evaluation tools by the principal influences teacher attitudes towards the principal's evaluation of them.

The hypothesis was examined using a linear regression analysis.

Table 7. Regression Coefficients for Predicting Teachers' Attitudes towards the Principal's Evaluation of Them with the Evaluation Tools (N = 273)

Predictor	B	S.E.	Beta	t
Teachers' attitudes towards their evaluation	0.179	0.116	0.093	1.538
F(1,271)= 2.367, p>0.05, R ² =0.009				

The findings indicate that the regression model to predict teacher's attitudes towards the principal's evaluation of them by the principal's level of using various evaluation tools, an undistinctive model, (F(1,271)=2.367, p>0.05), meaning, the principal's use of diverse evaluation tools does not explain teachers' attitudes towards their evaluation.

Sixth hypothesis

Conducting evaluation processes, using diverse evaluation tools, teachers' feelings, willingness to present advice, effect on teacher function, effect on teacher performance, and teachers' nationality influence teachers' attitudes towards their evaluation.

The hypothesis was examined using a multiple linear regression analysis.

Table 8. Regression Coefficients for Predicting Teachers' Attitudes towards the Principal's Evaluation of Them by Conducting Evaluation Processes, Use of Varied Evaluation Tools, Teachers' Feelings, Willingness to Present Advice, Influence on Teachers' Performance, Influence on Teacher Performance (N = 273)

Predictors	B	S.E.	Beta	t
Conducting evaluation processes	.334	.181	.170	1.846
Using diverse evaluation tools	-.285	.192	-.147	-1.488
Teachers' feelings	.131	.037	.277	3.527***
Willingness to present advice	-.164	.158	-.081	-1.034
Effect on teacher function	-.188	.079	-.219	-2.372*
Effect on teacher performance	.616	.127	.386	4.856***
F(6,271)=7.882, p<0.001, R ² =0.51				

***p<0.001 *p<0.05, **p<0.01.

The findings presented in the table above indicate that the regression model to predict teachers' attitudes towards the principal's evaluation of them by conducting evaluation processes, using various evaluation tools, teachers' feelings, willingness to present advice, effect on teacher function, effect on teacher performance, is a distinctive model (F(6,271)=7.882, p<0.001). It was found that these variables explain 51% of the variance in the teachers' attitudes towards the principal's evaluation of them. The following is the summary of the general model's findings:

It was found that the teachers' feelings variable distinctively affects teachers' attitudes towards their

evaluation; it was found that the variable of effect of teacher function distinctively affects teachers' attitudes towards their evaluation; it was found that the variable of effect on teacher performance, has a significant effect on the teachers' attitudes towards their evaluation.

5. Discussion

This research is a pioneer study, that examines the attitudes and feelings towards their principals' evaluation of them and the effect the principals' work evaluation on the teachers' function and performance on the pedagogic and didactic levels, since every teacher must go through an evaluation by the school principal for the acceptance of tenure and promotion. At the same time, the teacher receives the opportunity to perform self-evaluation basing on the same success parameters. Thus, as a part of the "new horizon" reform, the evaluation is an integral part of the teaching and learning processes and the array of teacher performance level test, which enables the school principal to identify the functioning level of the teacher, and in that way to give him feedback, encourage him, increase his self-image, improve his professional behavior, better his teaching methods relevantly to the school (Danielson, 2001).

The finding rising from the current research indicate that teachers give great importance to their evaluation by their principals, this coincides with other researches' findings that discovered that the evaluation is perceived one of the important tools for an efficient school management, a very significant means to improve the teacher's function, addresses his behavior, focusing on his achievements, in his potential to progress, refers to his contribution, to his adaptation in the school, and disregard his personal qualities.

Teachers also believe that the evaluation process they go through affects their performances and that it might improve their work. This finding also supports other researches' findings that found that the evaluation process meant to lead a positive change both in the teacher and in the school (Nevo, 2001). As the evaluation is made by the school principal, professional coordinator, colleagues or external factors such as supervisor.

The first research hypothesis indicates that the principals' evaluation of the teachers via conducting and implementing evaluation processes, leads to a positive feeling, improves work ethics and increase the teachers' commitment to the organization and the system. The effect of the principals' evaluation of the teachers via conducting and implementing evaluation processes of the Arab teachers is higher than on the Jewish teachers. This finding is supported by Nevo's (2001) research, which found that evaluation also has a psychologic role in encouragement and motivation at work, satisfying the need for achievements, success and appreciation. He also adds that in order for the teacher to perform his work effectively and efficiently he needs to receive feedback about his work and performance. Nevo's findings also point out that performance results of the evaluation may contribute to increasing and motivating teachers, therefore, the motivational role of the evaluation comes through feedback in order to improve their teaching methods and show responsibility for creating motivation and commitment to

learn in order to make an effort to achieve the school's goals.

Moreover, Looney's (2011) research found that evaluation might affect teachers' skills, such as developing positive connections, that is, having good relationships with the students and recognize the crucial role of motivation and feelings in learning, as well as the ability to show empathy, understand a different worldview, feelings, cultural background, challenges and learning requirements.

The second research hypothesis indicated that the principals' evaluation of teachers via conducting and implementing evaluation processes improve teachers' function and performances on the pedagogic and didactic levels.

This findings coincide with the findings of Brandt's et al. (2007) study which examines the effect of teacher evaluation on teachers' performance on the pedagogic and didactic levels, and they found that an evaluation made by the principal through a variety of tools can have a positive impact on various possible elements in teachers' work, such as: Student performance; Knowledge and understanding of the field being transferred; Pedagogical skills; Evaluation of students; Student behavior and classroom management; Teaching students with special needs; Teaching in a multicultural and multilingual environment; Developmental feedback; Feedback from the student's parents; Feedback from students; Professional cooperation.

The third research hypothesis indicated that positive standpoints of teachers towards their evaluation by the principals increase their willingness to present advice. This finding supports indirect findings coming from Brandt's et al. (2007) research, which found that performing evaluation among teachers may increase the professional cooperation among them which may lead teachers' willingness to advise each other.

Similarly to the finding rose in terms of the third hypothesis, so are the findings rose from the research hypothesis, which indicated that teachers' positive attitudes towards principals' evaluation, affects the teacher's function and performance on the pedagogic and didactic levels. Furthermore, using evaluation tools, feelings of teachers, effect on teacher function, effect on teacher performance, and nationality are distinctive predictors of teachers' standpoints towards the principal's evaluation of them. Hence, the use of various tools and teachers feeling at ease and positive, affecting teachers' performance and function and improves their attitudes towards their evaluation.

Much support can be found in the research literature that points this out, since feedback on teachers' work and, in a broader sense, teacher evaluation can have many positive implications, motivation from personal contributions for teachers in order to affect their career, their professional development and teaching methods, as well as teacher evaluation and feedback about their work, primarily recognize their work and may lead interest and enjoyment in doing their work, an increase in the self-confidence (Jensen & Reichl, 2011). In addition, teacher evaluation may improve the learning process of students by linking these evaluations with the professional development of teachers (Reinhorn, Johnso, & Simon, 2015).

The fifth hypothesis suggests that using various evaluation tools leads to more positive attitudes

towards evaluation, this finding reinforces the finding from the Sullivan and Glanz (2013) study reporting that evaluation by using tools as diverse as classroom observations and informal discourse on the observed lesson contribute significantly to the improvement of teaching. Furthermore, it is emphasized, that effective observation in the class should be one that measures only skills and instructional practices that can be changed and improved and/or those that can be acted upon. Measuring abilities or other practices may have a negative effect on the impact that may be gained later in the evaluation process. Additionally, there was also a claim that in order for evaluators to gather an educated opinion regarding a teacher's teaching practices and skills for a proper and effective feedback, such observations must not be seldom and short-lasting (Chukwubikem, 2012).

6. Summary and Conclusions

This research is a pioneer study, examining the standpoints and feelings of teachers towards the evaluation they go through by their principals, and the effect that the principals' evaluation of their work on the teachers' function and performance on the pedagogic and didactic levels. The current research also examined the difference between the impact of the principals' evaluation of teachers in regular education in the Arab sector and the effect of the same evaluation of principals of teachers in the Jewish sector. This issue is highly important, so that in schools, evaluation is an integral part of teaching and learning processes. It is an action that includes a description and judgment on various subjects at the school to achieve all goals. Checking the teacher's level of performance will allow the school principal to identify the teacher's level of functioning, thereby encouraging him, raising his self-image, improving his behavior and employment, and better his teaching methods relevantly to the school (Danielson, 2001; Husen, 1979). When the objectives of the teachers' evaluation are: accreditation / teaching license, acceptance of a teacher in the school, placement of teachers, provision of tenure, promotion (such as a recommendation for a management course, appointment for a coordinating position, etc.), supervision and control over the quality of the position, improvement of teaching, and progress in the ranks according to the teacher's place in the path of the professional development process (Ministry of Education, 2005).

It was also found that principals' evaluation of teachers via conducting and implementing evaluation processes improve teacher function and performance both on the pedagogic and didactic levels. The teachers' positive attitudes toward their evaluation by the principals increase their readiness to present advice. The teachers' positive attitudes toward their evaluation by the principals influence teachers' functioning and performance on the pedagogical and didactic levels.

In light of the findings and conclusions of the study, it is very important to plan and deliver training courses for teachers, the purpose of which is to expose the importance of evaluation; these awareness sessions should improve teachers' attitudes towards evaluation. Furthermore, it is important to plan and conduct a wide-ranging state study that will shed light on the nature, causes and implications of using the findings of the evaluation.

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